

Scarborough Pupil Referral Unit

Inspection report

Unique Reference Number	132027
Local Authority	North Yorkshire
Inspection number	360352
Inspection dates	9–10 March 2011
Reporting inspector	Pauline Hilling-Smith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Mr Jim Martin
Headteacher	Ms Lesley Boyd
Date of previous school inspection	9 January 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons given by six teachers. Meetings were held with pupils, partners, representatives of the management committee and staff. The inspectors observed the units at work as well as the evaluations of performance, including the current development plan, minutes of meetings of the management committee and documentation to ensure that pupils are safe. The responses to 14 questionnaires from parents and carers were analysed.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The progress pupils make especially in English, mathematics and personal development.
- How far the level of challenge in lessons is based on robust assessment.
- How well the curriculum and teaching matches the learning and behavioural needs of the pupils.
- How effectively leaders are bringing about improvement helped by partners.

Information about the school

The Scarborough Pupil Referral Unit caters for Key Stage 3 and 4 pupils at risk of exclusion from mainstream schools and manages provision located at Scarborough hospital which caters for pupils of any age. The unit assumed responsibility for two other centres in September 2010. These are the Roscoe Street Centre and Yorkshire Coast College REACH (Raising Educational Achievement and Challenging Horizons), which cater solely for Key Stage 4 pupils. At this stage it became known as the Pupil Referral Service. At the same time, the support offered to mainstream primary and secondary schools in the area for pupils at risk of exclusion was further developed. It is now larger than average. The vast majority of pupils attend the Pupil Referral Unit, Roscoe Street Centre or Yorkshire Coast College on a part-time basis and are registered on the roll of both the service and their mainstream school. These pupils are admitted at any time during the school year. The majority of predominantly Key Stage 3 pupils spend two terms attending one of the centres while the majority of Key Stage 4 pupils remain for up to two years, particularly those attending the provision at Yorkshire Coast College. The vast majority of pupils are of White British heritage. The large majority of pupils are boys and the number known to be eligible for free school meals is above average. A small minority of pupils have a statement of special educational needs and/or disabilities or are undergoing assessment. The unit is one of North Yorkshire's Highly Effective Schools. It has achieved the Inclusion Quality Mark and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding pupil referral service. It is highly successful in identifying pupils at risk of exclusion from their mainstream school and re-engaging them in education. This is as a result of an excellent curriculum and exemplary care, guidance and support. Pupils develop excellent understanding of right and wrong and cultural issues as a result of very well planned and focused assemblies. Behaviour is good. This is because pupils are very clear about what constitutes good behaviour and they respond well to additional guidance from individual members of staff about how to modify their behaviour if necessary.

The unit is highly inclusive so there is equality of opportunity for all. Pupils make good progress in English and mathematics. This means that pupils who need to catch up with their peers in mainstream schools are able to do so rapidly. The way in which the service works with parents and carers and the local authority and other partners is superb. This means that pupils make good progress in their personal development and pupils have the best possible chance of successful re-integration into mainstream school or college.

The inspiring curriculum is based on a careful assessment of each pupil's needs, and arrangements are put in place to help them overcome many barriers to their learning. This, alongside the deep commitment of the staff to support the pupils in the choices they make, means that most pupils are successful in the next stage of their lives. Procedures for safeguarding pupils are outstanding and as a result, pupils say they feel very safe and parents and carers overwhelmingly agree. This enables pupils to make the most of the opportunities offered. However, although overall teaching is good there are occasions when it is satisfactory. This happens when not enough attention is paid to individual pupil's learning needs in lessons and teachers spend too much time talking to the full class. In these lessons, pupils are not sufficiently challenged and pupils' attention moves off the task in hand.

The senior management team work very closely together to inspire others, coordinate support and ensure staff feel valued and supported. The management committee is supportive but not yet challenging in a coordinated way because not all members who attend meetings have full membership status, including full voting rights. Nevertheless, evaluation of what needs to be done to make improvements to the service is highly effective. All this and the recent successful rapid expansion of remit mean that there is outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure that all lessons consistently provide high levels of challenge for all pupils by:
- – planning for individual needs and checking that tasks are closely matched to ability

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- – simplifying data systems so that they consistently and efficiently inform classroom practice.
- Increase challenge from the management committee by ensuring all involved have the full powers entitled to members of the committee.

Outcomes for individuals and groups of pupils

2

All groups of pupils make good progress in English and mathematics. Progress in social, emotional and moral development is excellent because it is prioritised in lessons as well as at other times during the school day. This means that pupils enjoy learning and are able to make the most of the learning opportunities offered. For example, in one outstanding lesson pupils matched richly descriptive text to carefully selected photographs illustrating a range of emotions. Pupils worked together extremely well and discussed their answers very sensibly discussing their emotions. In another lesson, pupils responded with maturity and sensitivity when they developed their understanding about how people need to respond in order for change to take place.

Pupils' attainment when they enter the unit is generally below average. This is usually because their social, emotional or behavioural difficulties have not allowed them to learn as quickly as they could. During the time spent in the provision, pupils achieve well and make good progress in English and mathematics as well as other subjects being studied. A contributory factor is the targets that are set for them are challenging and lead pupils on to improve their level of attainment or gain a qualification. This means that most pupils' attainment rises rapidly. A wide range of GCSE subjects and vocational qualifications are achieved. Pupils with special educational needs and/or disabilities also make good progress towards the targets set for them.

Parents and carers agree with their children when pupils say they feel safe and secure which helps them to learn. Behaviour is good and this contributes well to good learning in lessons for all groups of pupils. Group sessions, held at least three times every day, are specifically designed to seek pupils' views and this extends pupils' understanding about their role in society. Pupils know they are listened to because they can see their suggestions put into practice. For example, choosing the colour schemes for rooms upstairs at the Scarborough unit or discussing the progress of the extensive refurbishment at Roscoe Street Centre. Pupils say that this makes them feel valued and proud of their buildings. Pupils' attendance improves significantly when they begin to attend one of the centres and is average overall. The achievement of externally accredited qualifications contributes significantly to the pupils' future economic well-being. This is seen in the high number of pupils who are successful in the next stage in their lives. Pupils demonstrate their good understanding of health and hygiene, for example, when they ensure that items of crockery are placed in the dishwasher or wear full chef uniform when they follow catering courses at the college.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good overall. In all lessons, the quality of relationships is good and promotes learning well. In the best lessons, high expectations of behaviour and of how much work should be covered in set periods of time, ensure that the pace of learning is brisk and pupils focus on the task in hand. In these lessons, there are different learning expectations for each pupil based on a detailed picture of what each pupil can already do and what they need to understand next to make progress in their learning. Individualised planning to enable pupils to attain their best GCSE grades or manage their own specific needs, such as the administration of personal medication, have a striking impact on their independence and future well-being. Teaching assistants are skilful when they support pupils in lessons, particularly at REACH, where a small team supports pupils in a range of vocational courses. Teachers have good knowledge of their subjects. Marking is good and relates to individual learning and complements good verbal information given to each pupil on how they can improve their success. Interactive whiteboards and information and communication technology are used very effectively and make learning engaging. However, these positive features are less evident in satisfactory lessons when teachers spend too much time giving explanations to the full class and learning is not sufficiently individualised. In these lessons, assessment does not inform planned activities clearly enough.

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The curriculum is outstanding. Personal health and social education is well organised and given a high priority in the curriculum and has a significant impact on pupils' strong personal development and well-being. The daily routine of meeting and talking with staff over breakfast and lunch, and the assemblies provide many formal and informal opportunities for pupils to consider important global issues and to extend their horizons. The emphasis on the development of basic skills, such as reading, and reviews of personal successes and learning at the end of the day, not only promote basic skills but also exploit an understanding of how to be a valued member of society. Opportunities to participate in a wide range of enrichment activities, as well as selecting from a wide menu of accreditations, means that the curriculum meets each pupil's needs and interests exceptionally well.

Care, guidance and support are outstanding because all staff know the pupils very well and target their efforts carefully to great effect. Staff are prepared to go the extra mile to raise the pupils' aspirations, for example, they ensure that pupils do not drop out of post-16 courses at the college. Support for these pupils is maintained as it is seen as crucial to their success. Every effort is made to support pupils' emotional and behavioural needs by staff who know the pupils extremely well. The tenacity of the staff in promoting an inclusive atmosphere and the methods to teach pupils strategies to manage their behaviour are exemplary. Pupils, including those with very significant needs, have great confidence in the adults around them and consequently are able to make great progress in their personal development. This enables them to re-engage with learning. Links with other agencies are used very effectively to support pupils and their families. Work with other schools is very effective in enabling pupils to make successful moves to other schools. The vast majority of pupils stay in education or employment when they have left the service.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the headteacher is exceptional. Outstanding provision has been maintained and extended since the last inspection. Leadership at all levels operates with a shared vision underpinned by a clear set of expectations. This means that only the best will do. This is clearly exemplified in the restructuring of provision at the hospital since the last inspection, and the very recent extensive changes at Roscoe Street Centre. Complete building refurbishment over the summer holidays of the Roscoe Street Centre, led efficiently by the senior teacher, has quickly brought this centre into line with the high quality provision of the original Scarborough unit. The areas identified as needing improvement at the previous inspection have been addressed successfully.

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Self-evaluation is clear and accurate and areas set for improvement are tracked carefully. Observations of teaching and learning are effective and linked to targets set for staff. However, some weaker aspects in teaching require closer attention. Processes for tracking pupils' progress are extensive and teachers are held to account for the progress of pupils. However, the presentation of assessment information is complicated and it is not easy to set targets for use in lessons.

Individual members of the management committee provide satisfactory management. They support the work of the centres well. However, the way in which the committee, as a body, carries out its responsibilities is not yet clearly established because the current constitution does not enable all members to have the same rights to fulfil the role.

High expectations of, and partnership with, the local authority collaborative and with secondary schools, as well as other partners involved in the education and well-being of the pupils who attend the centres, contribute very well to the effectiveness of the service. Other secondary schools access the expertise of the service and its staff to improve provision in their own schools for pupils with emotional and behavioural needs. Partnership with parents and carers is outstanding because procedures are carefully designed to gain their maximum involvement in their children's learning.

Procedures for safeguarding and health and safety are outstanding. Risk assessments are meticulously carried out, including for visits. The promotion of community cohesion is good and the curriculum extends pupils' understanding of the wider world. The way in which the pupils consider with sensitivity how they will contribute to chosen charities reflects their appreciation of their role in society. The commitment of leaders to ensure that the school is active in addressing equality and diversity is outstanding. This is seen in the way in which differences are respected by all. Although in lessons pupils may not always be sufficiently challenged this is fully compensated by individual plans, which are followed meticulously to enable pupils to overcome their difficulties.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

Questionnaire replies were received from 24% of parents and carers. The overwhelming majority of responses to the individual statements were positive. No concerns were expressed. The inspection endorses the positive views expressed by the parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scarborough Pupil Referral Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 14 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	57	4	29	0	0	1	7
The school keeps my child safe	8	57	5	36	0	0	0	0
My school informs me about my child's progress	7	50	5	36	0	0	0	0
My child is making enough progress at this school	6	43	6	43	1	7	0	0
The teaching is good at this school	8	57	5	36	0	0	0	0
The school helps me to support my child's learning	6	43	7	50	0	0	0	0
The school helps my child to have a healthy lifestyle	4	29	7	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	43	5	36	0	0	0	0
The school meets my child's particular needs	9	64	4	29	0	0	0	0
The school deals effectively with unacceptable behaviour	7	50	6	43	0	0	0	0
The school takes account of my suggestions and concerns	6	43	7	50	0	0	0	0
The school is led and managed effectively	9	64	4	29	0	0	0	0
Overall, I am happy with my child's experience at this school	7	50	6	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 March 2010

Dear Pupils

Inspection of Scarborough Pupil Referral Unit, Scarborough, YO11 2PG

Thank you for being welcoming when we inspected your school. We enjoyed talking with you at lunchtime and visiting lessons. We were impressed by how attractive and well cared for the inside of the centres were and how interesting the displays of your work were. It was clear from talking together and the questionnaire replies we received from you and your parents and carers, that you feel safe at the centres and are confident that the staff would help you if needed.

We found out that this is an excellent pupil referral service and outstanding in the way it cares for you. It prepares you well for the future and makes sure that you experience a wide range of interesting activities that make attending school enjoyable. You are making good progress in English and mathematics and in your personal development because the staff are very skilful in helping you to understand how to do as well as you can.

We have asked the teachers to do two things to make the service even better. These are to:

- make sure the management committee provide even more help to the headteacher and senior staff to make the service as successful as possible
- making it easier to use information about your progress so that work in lessons is always set at just the right level for you.

We know that you will do all you can to help your teachers and we wish you every success in your future.

Yours sincerely

Pauline Hilling-Smith

Lead inspector

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